



## AP English Language & Composition

Mr. Allred

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### Course Overview:

This AP English Language and Composition course is designed as a university-level course, and the challenges and work you are assigned will reflect a typical freshman English class. We will follow the curricular requirements outlined in the AP Language and Composition Course Description in order to become logical thinkers, active readers, and persuasive writers. This includes (1) analyzing challenging, rich texts for effective use of rhetorical techniques, and (2) becoming fluent in the processes and strategies for writing, from brainstorming to inquiry to publishing. To accomplish these tasks, you will be required to (A) use primary and secondary sources effectively; (B) synthesize information from a variety of sources; (C) create effective, insightful, and arguable theses and work toward synthesis; and (D) move beyond the "five paragraph" essay model to create dynamic argumentative, expository, analytical, and narrative writing focused on critical, original thought and rich, complex content. **All coursework is intended to prepare you to take the AP English Language and Composition Exam in May (a score of 3 or higher on the exam will give you college credit at most colleges and universities.**



### Student-Purchased Texts:

**These texts are required in this course, so purchase them as soon as possible.** You will be annotating as you read, and you'll need to bring each book to class to discuss your reading. Let me know if you have concerns:

- ***50 Essays: A Portable Anthology 4TH ED.* by Samuel Cohen, ISBN: 1457638991 (GET AS SOON AS POSSIBLE)**
- ***The Adventures of Huckleberry Finn*, by Mark Twain, ISBN: 0812504224**
- ***Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, rev. ed.*, by Steven Levitt and Stephen Dubner, ISBN: 0060731338**
- ***The Great Gatsby*, by F. Scott Fitzgerald, ISBN: 0743273567**
- ***Nineteen Eighty-Four*, by George Orwell, ISBN: 0451524934**
- ***The Things They Carried*, by Tim O'Brien, ISBN: 0618706410**

I have included specific ISBNs for each so you can buy the exact version I will use. This will help us be on the same page during class discussions; however, any version will work if you can't locate the specific one listed here. We will also be reading *Of Mice and Men*, *The Narrative of the Life of Frederick Douglass, an American Slave*, and many essays, short stories, and other texts. These other titles don't need to be purchased; I will supply copies to the class.

### Attendance and Tardies:

District policy allows students four excused absences before attendance credit is lost. Tardies are just irresponsible, since you will be so excited to hear every word that I say each day. I start class with a bell quiz or a short writing assignment that cannot be made up, so it's in your best interest to come to class on time. If you are more than 15 minutes late, you must check in with the attendance office and bring an admit pass.

### Late work Policy:

It's important to learn responsibility during your high school years, so I expect assignments to be turned in on time. If you were absent, check my blog, talk to a classmate, or come see me to discuss what you missed. If, for whatever unearthly reason, you don't turn an assignment in on time, you won't be eligible for full points. **A late assignment loses 20% credit each day, which means by the fifth day the late assignment is worth zero points.**



"I TURNED IN MY HOMEWORK TWO DAYS LATE, BUT NORMALLY IT'S FOUR DAYS LATE, SO TECHNICALLY IT'S EARLY!"

### Assignments:

You will have something due virtually every day of class. Assignments will be a mixture of reflections, reading quizzes, vocabulary quizzes, grammar tests, and written papers (a combination of 1-2 page essays done frequently throughout the year and a few more substantial, multiple-draft formal essays). I expect excellent work in this course, and you'll have plenty of opportunities for revision and conferencing with me about these major papers. Many of these assignments will be read and critiqued by other students in the class, with the express purpose of improving the writing of each student.

### Food and electronic use:

If you're going to bring food into my classroom, be prepared for me to request up to half of your meal. Occasionally, we'll use electronics for educational reasons, so it's ok to have them in class. If you're using your electronics without permission, you will be subject to Fremont's Digital Device policy (confiscation, contact parent, etc.), so only use your devices with permission (and only for educational purposes). These rules apply to the district's Kindles as well. Don't wear University of Utah apparel (unless you have a doctor's note). Please use the restroom before or after class, as it interrupts learning.

### Grading:

I adhere to the FHS English Department's grading scale. Grades are updated on the portal as soon as the assignment is graded.

### Grade Breakdown:

A 93-100% ; A- 90-92% ; B+ 87-89% ; B 83-86% ; B- 80-82% ; C+ 77-79% ; C 73-76% ; C- 70-72% ; D+ 67-69% ; D 63-66% ; D- 60-62% ; F 0-59%

### Film Adaptations:

We may be watching movie adaptations of some of the novels we study in this course (*The Adventures of Huckleberry Finn*, *Of Mice and Men*, *The Great Gatsby*). All videos shown will tie directly to course content and objectives outlined for the unit of study, they will be age-appropriate, and they will not exceed a PG-13 rating. If you have any questions or concerns, please come talk to me. By signing this disclosure, you give permission to show these movie adaptations.

### Course Content:

As this is a university-level course, students will be required to read university-level texts, which may contain "mature" content. I give my permission for my daughter or son to view or read appropriate media in this class relevant to the learning goals of this university-level course.

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**I have read and understand the classroom policies for AP English Language.**

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Student Signature

\_\_\_\_\_

Date

**I have read and reviewed the classroom policies for AP English Language with my student.**

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Parent/Guardian Signature

\_\_\_\_\_

Date

**Parent/Guardian Phone Number:**

**Parent/Guardian Email:**

**Questions, Concerns:**